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ABSTRACT

This course, developed largely within the framework of units 13, 14, and 15 of the second edition of "A-LM French, Level 2," emphasizes development of basic audiolingual skills. Conversational topics permit the student to review his summer vacation. Principal elements of structure are expressions of quantity, pronouns--including those used independently of verbs, "y," and "en"--the passe compose, agreement of past participles, and the present tense of "prendre." Writing activities include sentence expansion and paragraph rewriting. Broad goals and performance objectives are suggested for listening, speaking, reading, and writing skills; value and behavior patterns of French culture; and attitude development. (RL)

ED 063811

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LE FRANCAIS COURANT

Part V1

Contemporary French

7524.02

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF INSTRUCTION•1971

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Dade County Public Schools
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1971

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COURSE DESCRIPTION

Conversational topics will permit the student to review his summer vacation. Principal elements of structure are expressions of quantity, more pronouns including those used independently of the verbs and "y" and "en", the passé composé, agreement of the past participles and the present tense of prendre. Through his readings the student will review his acquaintance with typical French personalities. Writing activities include sentence expansion and paragraph rewriting. This course has been developed largely within the framework of units 13, 14, and 15 in the Second Edition of A-LM French, Level II. Emphasis continues to be on the audio lingual skills.

7524.02

BROAD GOALS AND PERFORMANCE OBJECTIVES

A majority of the pupils, according to their levels of maturity and achievement, will demonstrate by overt and/or spoken reaction all of the following skills with a minimum proficiency of 70% unless otherwise specified.

I. Listening skill

A. An understanding of the language spoken at normal tempo.

1. Upon hearing ten sentences containing a third person singular or plural form of the verb prendre or one of its compounds, the student will place a check mark in the appropriate column to indicate which he heard.

2. Upon hearing ten sentences containing some form of avoir plus the past participle or aller plus the infinitive, the pupil will indicate whether the action has happened or will happen by placing a check mark in the appropriate column.

3. Upon hearing ten sentences containing statements about the geographic relationship of one country to another, the pupil will indicate that the statement is true or false.

4. Hearing a series of short monologs the pupil will decide whether the person is talking about something which normally takes place in the summer, in the winter, or all year round and place a check mark in the appropriate column.

B. Understanding of two natives speaking on topics within his range of experience.

1. Hearing five short dialogs followed by three written statements about each, the pupil will indicate which statement is most likely according to the information he has heard by circling the letter a, b, or c.

2. Hearing five short dialogs containing some cue as to the gender of the person mentioned, the pupil will indicate whether the person talked about is a boy or a girl by placing a check mark in the appropriate column.

C. Understanding of questions about his own usual activities in and out of school or those of his peers in France.

Hearing ten sentences about either a French or an American student, the pupil will decide which student the speaker is talking about and place a checkmark in the appropriate column.

II. Speaking skill

A. Discriminate among sounds and reproduce them in a manner acceptable to the teacher.

1. Given ten words each containing two different nasal vowels the pupil will repeat each, making a clear distinction between the two sounds.

2. Given five pairs of words containing the same vowel sound but with the vowel sound followed by n or m in one word of each pair, the pupil will pronounce both words with no change in vowel sound.

3. Given five sentences containing both the sound of (u) and the sound of (ü) the pupil will repeat the sentences making a clear distinction between the two vowel sounds.
4. Given a list of ten words containing the sound of (r) followed by (ü) the pupil will pronounce them.
5. Given ten words containing the sound of (ü) plus another vowel the pupil will produce the sounds.
6. Given ten words containing the sound of (r) plus (ü) plus another vowel, the pupil will pronounce them.
7. Given five sentences containing one word ending in a vowel immediately followed by another word which begins with a vowel, the pupil will pronounce with the correct vowel linking.

B. Speak with acceptable intonation and rhythm with 90% proficiency.
   1. Upon hearing five pairs of sentences with one sentence of each pair affirmative and one negative, the pupil will repeat with attention to the difference in rhythm and intonation between the two sentences of each pair.
   2. Upon hearing five sentences of the type quite common in French conversation, the pupil will repeat with the proper intonation.

C. Perform necessary changes in form and order

1. Given a model sentence the pupil will respond using the correct form of <u>prendre</u> or one of its compounds in a patterned response drill of ten items.
2. Given an expansion drill consisting of five items the pupil will repeat the sentences, adding an expression of quantity correctly in each.
3. Given the sentences containing noun phrases, the pupil will repeat the sentence, substituting the correct form of the independent pronoun for the noun.
4. In a free response drill of ten items the pupil will respond using <u>en</u> in the response and putting it in the proper place.
5. Upon hearing ten sentences with a verb conjugated with avoir in the present tense, the pupil will repeat the sentences changing the verb to the passé composé in either the affirmative or negative forms.
6. Given ten sentences with the verb in the passé composé and containing a noun object, the pupil will repeat the sentence replacing the noun object with correct pronoun and putting it in the proper place.
7. Given ten sentences with the verb in the present tense the pupil will repeat the sentences changing the verb to the passé composé and choosing correctly between <u>avoir</u> and <u>être</u> as the auxiliary verb.

8. Given a patterned response drill of ten items the pupil will respond with the correct use of the pronoun y

D. Manipulate previously-mastered conversations

Given a basic dialog or variation thereof, the pupil will respond to informational questions on the dialog or will vary it further by changing the persons or locale involved.

E. Answer or ask questions relating to his usual activities

Given a subject relating to family, school, or leisure-time activities, the pupil will respond to related questions or will initiate them himself.

F. Speak satisfactorily on topics within his range of development

Given a situation similar to but varying in some way from either the basic dialog or one of its variations, the pupil will respond with a short monolog of from three to five sentences about the topic within the frame work of familiar vocabulary and structure.

III. Reading Skill

A. Skill of oral reading as evidenced by correct intonation and juncture.

Given a short paragraph containing both familiar and unfamiliar vocabulary, the pupil will read aloud with acceptable pronunciation, intonation, rhythm, and liaison.

B. Skill of reading with direct comprehension of what has been mastered audiolingually.

Given any one of the basic dialogs or narratives in the text to read, the pupil will indicate his comprehension of the material by responding orally to questions in French on the material.

C. Skill of reading materials that recombine materials already learned audiolingually.

Given a paragraph recombining known materials and also five multiple-choice or true-false questions on the paragraph, the pupil will choose the correct answer based on information in the paragraph.

D. Skill of reading specially written materials that introduce new vocabulary and grammar progressively.

Given a narrative varying in length from half a page to two pages and containing new cognates and some new lexical items, the pupil will demonstrate his comprehension by responding orally in either language to questions on the material.

IV. Writing Skill

A. Write from dictation the content which he has previously heard, spoken, and read.

1. Given five questions with the verb in the passé composé and with a noun object, the pupil will fill in the blanks for five incomplete answers calling for the correct form of the past participle when the noun object has been replaced with a pronoun.

2. Upon twice hearing five short sentences containing the passé composé of verbs conjugated with <u>être</u>, the pupil will write the sentence correctly.

B. Write exercises requiring minimal structural changes.

1. Given five incomplete sentences the pupil will complete each with the correct form of <u>prendre</u> or one of its compounds.

2. Given ten sentences the pupil will rewrite replacing the underlined word or phrase with the pronoun <u>en</u>.

3. Given ten sentences containing noun phrases the pupil will rewrite the sentences replacing the nouns with the correct independent pronoun.

4. Given ten sentences containing a propositional phrase the pupil will rewrite each replacing the prepositional phrase with the pronoun <u>y</u> and putting it in its proper place.

C. Demonstrate limited self-expression by working only with parts of a sentence.

1. Given a model response, the pupil will write the answers to ten questions by filling in the correct passé composé form of a verb conjugated with <u>être</u>, being sure to make all necessary agreements.

2. Given ten sentences calling for the passé composé and containing some cue as to gender the pupil will write the correct form of the passé composé with all necessary agreements.

D. Write answers to oral questions.

Upon twice hearing a short dialog made up of familiar vocabulary and structure the pupil will write short answers to five written questions on the dialog.

E. Rewrite a paragraph, changing one key structural element and making all other consequent necessary changes.

Given a short paragraph with all verbs in the present tense, the pupil rewrite the paragraph in the passé composé with a change of number in the subject, making all necessary changes.

V. Values and behavior patterns of the French culture.

A. The student will identify statements descriptive of the role of the family and that of its individuals in the social structure with particular reference to:

1. Frequent involvement of parents in their children's "cultural education"
2. Interest of French parents in children's school work.
3. Family vacations and leisure-time activities

B. Identify the similarities and differences between the learner's culture and the French culture in the following items:

1. rôle of the concierge in French society
2. amusements in small provincial French towns
3. "formule de politesse" in such expressions as "Madame la Concierge"

4. formula used in writing letters to friends or members of the family
5. grading system used in French schools
6. type of report cards
7. importance of class rank as well as grade to a French student.

VI. Attitude - a continued interest in the French language and culture

A. The pupil is aware of various reasons for studying French as evidenced in participation in discussion groups, research projects, and making of art.

1. The various countries throughout the world in which French is spoken with specific attention to that part of Canada in which French is spoken and to the French Antilles
2. The practical use of the French language in travel or in business

B. Seeks information on cross-cultural differences as evidenced by research projects.

C. Pursues actively further study of French language and culture as evidenced by seeking additional knowledge.

COURSE CONTENT

Lexical Inventory

These lexical items are classified in alphabetical order, according to their grammatical use. The unit in which each is found is indicated along with as "S", where applicable, for those items found in the Supplement as opposed to the Basic Dialog. A separate list of those new words and cognates found in the narratives is placed at the end.

1. Nouns

masculine	feminine
l'album-13	l'Afrique-15 S
l'automne-15 S	la batterie-13 S
l'appareil (de photo)-13 S	la Bretagne-15
le bébé-13	la campagne-15 S
le bord-15 S	la catastrophe-14
le café-13	la colonie-15 S (de vacances)
le camping-15 S	la composition-14
l'est-15 S	la cour-13 S
l'été-15 S	la Corse-15
les gens-13	la droite-13 S
les grands-parents-13	la famille-13
le grand-père-13 S	la fenêtre-13 S
l'hiver-15 S	la fête-13
le jardin-13 S	la fois-14
le nord-15 S	la gare-13 S
l'ouest-15 S	la gauche-13 S
les parents-13	la grand-mère-13 S
le patin à glace-13 S	la géométrie-14
le piano-13 S	la gorge-14 S

masculine

le printemps-15 S

le ski-13 S

le sud-15 S

le ventre-14 S

le village-13

feminine

la mer-15 S

la montagne-15 S

la note-14 S

la nuit-14

la pêche-15 S

la photo-13

la porte-13 S

la plage-15 S

la technique-15

la tête-14 S

la terrasse-13 S

la trompette-13 S

les vacances-15

la voile-15 S

2. Verbs

apprendre-13G

comprendre-13G

corriger-14

prendre-13G

ramasser-14

rater-14

tomber-13

tousser-14

réussir-14

3. Adjectives

bon, bonne-14

content-14

dernier-14

fort-14

furieux-14

laid-13

malade-14

mauvais-14

normal-13

premier-14

veritable-14

all ordinal numbers-14

4. Pronouns

all independent pronouns-13

en-14

y-15

5. Expressions

à droite-13S

à gauche-13S

au bord de la mer-15S

avant-hier-15S

avoir mal à la tête

à la gorge-14S

au ventre

avoir froid

chaud-14S

à l'est de-15S

à l'ouest de -15S

au sud de-15S

au nord de-15S

au printemps-15S

en automne-15S

en été-15S

en hiver-15S

faire de la pêche

sous-marine-15S

faire du camping-15S

faire du bateau à voiles-15S

faire du ski-13S

faire du patin a glace-13S

jouer à -13S

jouer de-13S

il y a un mois(ago)-15S

peut-être-15S

Lexical items in the Narratives

New words

Nouns

masculine	femimine
l'automobiliste-14	(also feminine)
l'enfant-14	(also feminine)
le lit-13	la rue-13
le nez-14	

Verbs

connais-14

embrasser-15

garder-13

recommencer-14

vendre-13

Cognates

Nouns

masculine	feminine
l'art-14	l'armée-14
le boomerang-13	l'Australie-13
le canon-14	la bataille-14
le capitaine-15	l'Egypte-14
le corridor-13	la figure-14
le cycliste-14	l'institution-13
le départ-14	l'invention-13
le dictateur-14	la personne-13
l'hélicoptere-14	la pipe-14
le millionaire-13	la sandale-15
le monument-14	la scène-14
le nombre-14	la sieste-15
le poème-14	la statue-14
les rhumatismes-13	
le rôle-13	
le sphinx-14	

Verbs

arranger-15

inventer-14

retourner-15

New Words

Adjectives

cher(dear)-15

Adverbs

presque-13

Prepositions

sur(about)-13

Cognates

Adjectives

ancien-14

calme-15

compliqué-13

désagréable-13

moderne-13

supplémentaire-14

sûr-15

unique-15

Prepositions

excepté-15

en direction de-14

Expressions

avoir de la chance-15

avoir hate de-15

avoir raison-15

c'est dommage-15

en réalité-13

faire le crawl-15

faire des progrès-15

jouer au ping-pong-15

sans pitié-14

sans exception-14

Structural Inventory

1. Unit 13
   a. present tense of prendre and its compounds
   b. expressions of quantity with de
   c. independent pronouns
      1) for emphasis
      2) without verb
      3) after c'est and ce sont
      4) compound subject
      5) after prepositions
   d. pronoun <u>en</u>
      1) to replace noun with numbers
      2) to refer to people only with numbers and expressions of quantity
      3) sometimes no stated equivalent in English
      4) position of <u>en</u>
2. Unit 14
   a. passé composé with avoir
      1) negative construction
      2) irregular past participles of certain verbs
   b. position of object pronouns with passé composé
   c. agreement of the past participle
3. Unit 15
   a. passé composé with être
   b. agreement of past participle
   c. pronoun <u>y</u>
      1) prepositional phrase
      2) English equivalent may be stated or unstated position

Phonological Items

1. Unit 13
   a. contrast between 2 different nasal vowels in a single word
   b. non-nasal vowels in words containing n or m
   c. (ü) versus(u)
   d. further drill on all nasal vowels
   e. obligatory liaison when en is followed by a word beginning with a vowel sound and also with verbs that precede it in the affirmative imperative
   f. sound of (ò) for the letter u in the word album
   g. different vowel sounds in the stem of prendre and its compounds
2. Unit 14
   a. sound of (r) followed by (ü)
   b. vowel linking between end of one word and the beginning of another
   c. difference in rhythm and intonation between affirmative and negative sentences
   d. sound of letter x in the word sphinx.
3. Unit 15
   a. words containing the sound (ny)
   b. words containing the sound of (ü) in combination with another vowel
   c. sound of (r) followed by (ü) in combination with another vowel
   d. difference in rhythm and intonation in affirmative and negative sentences
   e. intonation in some sentences common in French conversation

f. obligatory liaison in tout à fait, peut-être, and avant-hier

g. sounds in specific words longtemps, automne, hiver, sud, est, ouest.

h. liaison between forms of être and the past participle especially with third person forms est and sont

i. obligatory liaison with pronouns preceding y and also verbs that precede in the affirmative imperative.

Cultural Items

1. Unit 13
   a. rôle of the concierge
   b. the traveling fairs in small provincial towns
   c. "formule de politesse" in such expressions as "Madame la Concierge"
2. Unit 14
   a. French educational system
      1) grading system
      2) "compositions"
      3) interest of French parents in children's school work
      4) type of report card
      5) students receive class rank as well as grade
   b. frequent involvement of parents in children's "cultural education"
   c. some important places in Paris
3. Unit 15
   a. vacations and summer camps
   b. sports and leisure time activities
   c. terms used in writing friendly letters

SUGGESTED PROCEDURES

Teachers who are already familiar with the audio-lingual approach will have no serious problems with teaching this course. However, those who have used the First Edition of the A-LM materials should be aware of certain significant differences in the Second Edition on which this outline is based. It seems worthwhile at this point to outline these modifications, although the teacher should read very carefully all the material in the Introduction to the Teacher's Edition.

1. No provision for a lengthy pre-reading period in early units.
2. Much more systematic and complete treatment of pronunciation.
3. More emphasis on the students' ability to <u>use</u> new material.
4. Explanation of grammatical principle before beginning extensive drill practice.
5. Special listening-comprehension exercises for students.
6. Much better controlled development of the speaking skill.
7. Earlier and more systematic development of the reading skill.
8. Considerable increase in writing practice.
9. More attention to culture by the inclusion of many illustrations throughout the text as well as by an 18-page, full-color pictorial section (level I text) and by a set of accompanying filmstrips.

The general procedures for this course are the same as those for any other audio-lingual course, but it is important that <u>all</u> teachers, whether familiar with the method or not, study the Introduction found in the Teacher's Edition of the Second Edition. It will perhaps suggest new ideas for teaching specific items, it will present a sample lesson plan, it will give you the format and suggestions for the use of the recorded

materials that accompany the text. There is also a very complete section which contains suggested procedures for the introduction of each new structure with some additional structure drills. For those classes making use of the recorded materials, the complete text of the 227 listening and speaking exercises is included as well as an Audio Index and a Key to the Pronunciation Exercises.

It is highly recommended that the teacher make use of all materials that implement this program in order to make it a really complete one. All these items are listed separately.

MATERIALS AVAILABLE TO COMPLEMENT THE PROGRAM

A. Student materials

1. Student textbook--A-LM French Level II, Second Edition
2. Exercise Book--includes writing exercises to supplement those in the text as well as the necessary response forms for all Listening and Speaking Exercises of the recorded program.
3. Student Practice Record Set containing the Basic Dialog and Supplement for each unit.
4. Student Test Booklet--listening-reading-writing tests to be administered after each unit beginning with Unit 2, additional tests called mid-year, after Unit 7, and final, after Unit 15, and score sheets for speaking tests.

B. Teacher materials

1. Teacher's Edition of textbook
2. Cue Cards--not only reproduce dialogs, supplements, and structure drills but also complete suggestions for the presentation of each new structure.
3. Dialog Posters
4. Supplement Posters
5. Recorded Materials on tape or record
   a. all Basic Dialogs
   b. all Supplements
   c. almost all Structure Drills
   d. dialogs and narratives of the Recombination Material
   e. Separate Testing Tape Set including listening and speaking portions of each unit test.
6. Teacher's Test Manual
7. Set of filmstrips

All of these materials are available from Harcourt, Brace Jovanovich Inc., New York.

SAMPLE EVALUATIONS

It is highly recommended that the teacher make use of the prepared tests that accompany the text and help to make up the complete program, but if this is not feasible, the following samples will suggest possibilities for each skill.

1. Listening skill--Performance Objective IB-1

   The teacher will read each of the following short dialogs once. The student will see on his paper three statements- a,b,c- for each dialog. He will decide which statement is the most likely according to what he has heard and circle the appropriate letter.

   Student hears:

   Michel: Qui est sur cette photo à droite?

   Jean : C'est ma soeur en train de faire du patin à glace. Elle vient de tomber.

   Student sees:

   a. Jean vient de tomber.

   b. Jean est sur la photo à droite.

   c. La soeur de Jean fait du patin à glace.

   Student hears:

   Marie: Tu as eu une bonne note en français?

   Anne : Non, je ne réussis jamais la composition de français. J'ai eu une très mauvaise note.

   Student sees:

   a. Anne est très forte en français.

   b. Anne a raté la composition de français.

   c. Marie a eu une bonne note en français.

Student hears:

Robert: Tu as passé de bonnes vacances?

Jean : Oui et non.

Robert: Qu'est-ce que ça veut dire?

Jean : Oh, mon frère et moi, nous sommes allés dans les montagnes pour faire du ski, mais après une semaine, je suis tombé malade. Je suis resté su lit pendant deux semaines.

Robert: Tu n'as vraiment pas eu de chance.

Student sees:

a. Jean a passé deux semaines à faire du ski.

b. Jean n'a pas eu de chance.

c. Jean et Robert sont allés dans les montagnes pour faire du ski.

II. Speaking skill--Performance objective II B-7

Student will hear ten sentences with the verb in the present tense. He will repeat the sentences changing the verb to the passe compose, using the correct auxiliary verb.

Student hears:

1. Nous faisons du ski nautique en Floride.
2. Ma soeur va au cinéma samedi.
3. Tu viens à l'école à huit heures?
4. Mes grands-parents sont malades.
5. Elles n'arrivent pas à l'heure.
6. Vous ne prenez pas de soupe.
7. Je ne peux pas finir mon devoir.
8. Mes amis ne comprennent pas la question.

9. Nous finissons les classes à trois heures.

10. Les filles montent dans l'autobus.

Performance objective 6a

Teacher gives instructions to student as follows:

Vous arrivez dans la classe de francais sans votre devoir. Le professeur vous le demande and vous lui expliquez pourquoi vous ne l'avez pas fait.

III. Reading skill--Performance objective III A

Student will see the following paragraph and will be asked to read it aloud with acceptable pronunciation, intonation, rhythm, and liaison.

L'été passé j'ai passé mes vacances en Corse avec des amis de la famille. C'est un très beau pays et j'ai des vacances formidables. J'ai fait du ski nautique, de la pêche sous-marine, et du bateau à voiles. Moi, j'aime bien la mer et je voudrais bien avoir une maison en Corse. Mais, je suis content parce que mon père vient de me dire que je peux retourner l'année prochaine.

IV. Writing skill--Performance objective IV C-2

Student will fill in the blank with the correct form of the passé composé of the verb in parentheses making all necessary agreements.

1. Est-ce que Marie va à New York demain?
   Non, elle_____.(partir)
2. Votre robe est très jolie.
   Merci, c'est ma mère qui l' _____.(faire)
3. Jean m'a attendue une heure.
   Vous _____ en retard? (arriver)

4. Tu vas acheter cette chemise?

   Je l' _____(acheter)

5. Vous avez fait le premier probleme?

   Oui, je l' _____ très facile. (trouver)

6. Vous n'êtes pas gentilles!

   Vous _____ au cinéma sans moi. (aller)

7. Anne, qu'est-ce que vous avez fait hier, vous et Monique?

   Nous _____ à la maison. (rester)

8. Votre père a acheté une nouvelle voiture?

   Oui, il l' _____ tres belle, cette voiture.(trouver)

9. Mon amie m'a a téléphoné ce matin.

   Tu lui _____ longtemps? (parler)

10. Tu n' es jamais prête à l'heure!

    Mais si ! Hier je _____ à sept heures et demie.(arriver)

V. Cultural skill--Performance objective V B

   Student will hear a series of statements about a student and from what he hears he will identify the student as being either French or American.

1. J'ai eu dix sur vingt en histoire.
2. Je vais à la plage samedi.
3. J'ai raté la composition de français. J'ai eu 65
4. C'est jeudi après-midi et je n'ai pas de cours.
5. Je prends des croissants au petit déjeuner.
6. Je sors du lycée à trois heures tous les jours.
7. Notre concierge est très désagréable.
8. Le matin je prends toujours du jus d'orange.
9. Je suis premier en maths, mais dixième en anglais.
10. J'ai une demi-heure pour le déjeuner.

VI. Attitude-performance objective VI

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying French and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups			Seeks projects			Is member of language club			Does research			Registers for another French class		
	10/10			11/11			3/2						1/10		
1. Jones, Mary	✓			E			✓						✓		

Key

E - excellent

✓ - acceptable

— unacceptable

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